

Standards as a quality indicator of General Education

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Abstract

The Law of the Republic of Azerbaijan "On Education" clearly states that the level of education in the country is determined by this law in the normative-legal framework, which also gives rise to the approaches that standards are a state requirement and that quality is formed in proportion to it. This inevitably creates a need to explain the concept of quality in education in a pedagogical way in order to implement these activities more purposefully and on a scientific-pedagogical basis.

Based on the research of scientists, it is possible to conclude that the quality of education in general, including general education, which plays a decisive role in the formation of human personality, is distinguished by its expression of its integrity and status as a social phenomenon. The quality of education has always made society think at different times and has prompted activities to

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improve it. Of course, the position in these approaches has always been the same, and the educational policy carried out has played a role in its direction.

Keywords: collegial decision-making, forming an independent, creative person, citizen , responsibility, communication skills, information society, competitiveness, adaptation to circumstances

Introduction

The quality level of education in the education policy of Azerbaijan is explained as follows: "The quality level of education is determined in accordance with the principles of the international and pan-European education system, based on the state standards adopted in the country, and in accordance with the relevant quality indicators system for educational levels (educational programs), the level of preparation of applicants, the material and technical base, infrastructure, information resources, the professionalism and scientific and pedagogical level of educators , progressive educational technologies, etc." ("Law of the Republic of Azerbaijan "On Education", pp. 15-16).

The Law of the Republic of Azerbaijan "On Education" clearly states that the level of education in the country is determined by this law in the normative-legal framework, and that standards are a state requirement, and that quality is formed in proportion to it , which inevitably leads to the need to explain the concept of quality in education in a pedagogical way in order to implement these activities more purposefully and on a scientific-pedagogical basis .

Based on the research, it can be concluded that the quality of education in general, including general education, which plays a decisive role in the formation of human personality, is distinguished by its expression of its integrity and status as a social phenomenon. The quality of education has always made society think at different times and has prompted activities to improve it. Of course, the position in these approaches has always been the same, and the educational policy carried out has played a role in its direction . Thus, in the periods when education was founded on the basis of content-oriented principles (until the end of the 20th century), the number of students who received "4" and "5" grades was taken as an indicator of the quality of education and decisions were made about the level of quality without delving into the essence. In these approaches, the grades given to students were taken as a basis, but there were no indicators expressing the specific level of students . Since requirements indicating the development levels of students at different stages and levels of education were not prepared The grades given to students were subjective and expressed uncertainty. The quality indicators determined with this approach could not actually

express quality . On the other hand, the fact that knowledge and information are considered superior in the assessment of students , and that they are given a wide place in their activities and evaluated, shows that quality is not based on values, but on declarative knowledge and skills , which contradicts the parameters of the concept of quality accompanied by integrity and completeness.

Main part

Studies show that in modern times, the activities of secondary schools attract attention due to two important characteristics. In the first of them , priority is given to the operation of more schools. Here, the implementation of norms, orders and orders, and the observance of general procedural rules are considered a priority. The acquisition of declarative knowledge by students is considered the leitmotif of the activity. Priority is given to the development of students in the learning process. Work is being done to help them acquire more values. Pedagogical technologies that ensure the development of logical, critical and creative thinking are used, and these values are referred to in achieving achievements.

The concept of quality of general education is perceived differently in practice. In their experience, teachers view the quality of students' education as the assimilation of materials specified in the training programs and the moral and spiritual development of students . They consider the acquisition of more knowledge by students as an advantage , and in their experience, they devote more space to the work carried out in this direction.

new educational programs (curricula) are being implemented show that teachers, as in their previous experience, are still working more towards mastering learning materials and teaching declarative knowledge. They view the mastering of knowledge as the ultimate goal and are less active in providing students with life skills and instilling values. Students, on the other hand, approach the quality of education as a learning achievement, explaining it in terms of learning learning materials . They try to better master the program materials and consider it a priority direction of their activities allows us to summarize the considerations on the concept of the quality of general education as follows : One of the necessary components for the quality of general education is the determination of expected results and corresponding training standards . The standards of general education relate to the development of the student's personality in various parameters, express its level and allow it to be formed as a whole person. This process is considered a decisive stage in the preparation of content for various levels of general education in modern times. These standards, which relate to the development of students in certain parameters , are distinguished by their integrativeness and completeness.

The integrative nature of training standards means that they have a common content that encompasses knowledge and activities in various fields. For example, events related to nature, society, and individuals, their existence, activities, and participation can be examples of this.

Completeness is related to the fact that the standards do not express any event or fact to which they refer in an incomplete manner, but rather in full. For example, in the context of Azerbaijani language teaching, the standards for listening comprehension and speaking, reading, writing, and language rules express a complete content by stating the final limit determined for any level. Based on these standards, it is possible to develop assessment mechanisms to come to a specific conclusion about the achievements achieved for a certain period. Or, in mathematics, the standards for each grade on the content lines “Numbers and Operations”, “Algebra and Functions”, “Geometric Dimensions”, “Statistics and Probability” are aimed at the development of students at a certain stage by expressing the quality level. Based on these standards, it is possible to easily determine what level they are developing at.

psycho -pedagogical basis of the content of each subject taught , and is essentially considered an important parameter of the theoretical basis of the content of general education .

The Law of the Republic of Azerbaijan “On Education” states that “State standards determine the material, technical and educational base of education content management , infrastructure, quality indicators of educators , and the level of knowledge, skills and habits of students at each level of education ” (“Decree of the Republic of Azerbaijan “On Education”. p. 14). This provision applies to all levels of education, including general education. Therefore, state standards of general education, along with all parameters, also determine its content, the level of knowledge, skills and habits of students .

These requirements for content and its organization, as qualitative characteristics of personality, directly relate to quality standards and find their expression in those standards. Naturally, these requirements apply to all levels of education as a whole, as well as to general education defined the quality parameters of general education expressed in the standards as follows :

1. Adapt to modern needs and conditions;
2. To guide students towards competitiveness;
3. To form the skills to live and function in the information society ;
4. Develop communication skills;
5. Develop the ability to take responsibility ;

6. To form an independent, creative person, a citizen , capable of participating in collegial decision-making, the functioning and development of democratic institutions .

Adapting to modern needs and conditions

at the formation of the Azerbaijani citizen as a personality has a single goal at all levels, general education stands out among them due to its decisive role. Therefore, the content of general education, which has a decisive role in the formation of personality, should be structured in such a way that it can play a significant role in the development of a personality distinguished primarily by its social activity, with its own capabilities.

The conclusion reached in socio-pedagogical research is that personality is a phenomenon related to time. It expresses the period in which it lives. It appears as a social manifestation of time (Aghayeva A.A., Rzayeva YT, Huseynova T.M., Vahabova T.A. Social pedagogy , p. 47). Therefore, when implementing educational policy, which is an important factor in shaping personality , it is considered important to take into account the needs and adapt to the conditions. Because “Educational work, the process of training and upbringing does not only carry pedagogical content, it is characterized by a serious social and public moral and spiritual essence” (Aghayeva A.A. Educational process: tradition and modernity. p. 15). Especially at the general education level, the foundation of necessary qualities is laid in the preparation of the student for society, his socialization . In the conducted socio-pedagogical research, those qualities necessary for personality are summarized as follows : “A number of absolute social qualities are also characteristic of personality: activity , intelligence, temperament, character, activity, purposefulness , directionality and willpower” (Agayeva A.A., Rzayeva YT, Huseynova T.M., Vahabova T.A. Social Pedagogy, p. 47).

When preparing the content component of general education, especially the standards that express it, special attention should be paid to this issue, and modern needs and conditions should be taken into account as an important factor in the formation of the student's personality . Studies show that the requirements of the era are not the same at all times. As society changes and develops, so do the needs and requirements. This requires, first of all, attention to the study of needs and their consideration in updating the content of general education . For example, the 21st century is the century of education, as well as the century of technologies. The basis of the development mechanism of the modern world is the creation and use of new technologies. The renewal of general education in the century of technologies requires, first of all, this to be taken into account in its content. It is true that physical and physiological qualities, heredity, natural

opportunities, abilities and behavior play a special role in the development of the student's personality. However, along with these, activity, behavioral characteristics, mental strength, emotionality, creativity, diligence, motives and abilities should also be considered as decisive factors in the formation of personality, so that they are also taken into account when preparing the content. In addition, it is considered an important requirement for students to acquire the integrative skills required by the global world, and the content of general education can be considered more effective by expressing these skills and competencies.

The Development Concept "Azerbaijan 2020: A Look into the Future" states that the foundation for the transition from a traditional economy to a "knowledge economy" should be laid now, and the adequate development of human capital, which is crucial for this, should be brought to the fore" (www.prezident.az). This requires ensuring the efficiency of the economy and its innovation-based progress, for which the development of such qualities is set as an important requirement. The fact that general education students meet such a social demand in society, their moral-psychological, as well as practical preparation for living and functioning in the environment of a knowledge economy, emerges as an important pedagogical issue with its didactic significance, which is considered important to take into account in the content.

As is known, "In the modern era, the role of education in economic life has significantly increased. Currently, education, along with the instillation of knowledge and skills required in the economy, must fulfill the tasks of comprehensive preparation of citizens for future life and integration into society. Meeting a person's need for lifelong education is the most important factor increasing the role of education in economic life" (www.prezident.az). This continuous process should begin at the general education level.

Guiding students towards competitiveness

In the modern development trend of independent Azerbaijan, integration into Europe is a common goal, and our social activities The creation of civil society, the formation of a democratic society are the priority directions in the implementation of the policy. The construction of a democratic society in independent Azerbaijan, first of all, requires the formation of a person who lives and creates in this society. General education must fulfill its duties in this regard. Although this important issue is a duty arising from normative and legal documents related to education policy in the Republic of Azerbaijan, no special studies have been devoted to its investigation, no systematic studies have been conducted.

Should be carried out through the complex use of counseling, training and other socio-psychological diagnostics for the student . Socially oriented technologies include socio -cultural orientation and competitiveness. By viewing the formation of students as a whole process, fostering competitive characteristics to activate and acquire these qualities "(Mehrabov AO Modern problems of Azerbaijani education. p.194) . Our research shows that there is a need to add a third factor here. This factor, which consists of creating the opportunity to direct students to competitiveness in the content of general education, is a prerequisite for other factors. It is distinguished by playing a basic role in the formation of students' abilities . Due to the influence of this factor, it is considered didactically important to take into account the following qualities when determining standards that ensure that students are also competitive:

- be socially responsible;
- be able to perceive innovation;
- respond adequately to innovation;
- demonstrate independence and flexibility in decision-making ;
- be ready for democratic communication;
- be able to protect their rights;
- adapt to new circumstances.

To form the skills to live and function in the information society

The modern world is more distinguished by technologies as one of its main attributes . In the current conditions, technologies are referred to as an important sign of development. As the technologies that form the basis of progress increase, the pace of production increases. Society needs to study technologies more closely and perfectly in order to meet its needs and build living conditions in accordance with new requirements. Such a logic of development is observed in Azerbaijan, as in all parts of the world. As the country's economic and social progress is built on the basis of new technologies, the need for their mastery also increases.

the solution of these issues becomes one of the priority directions of education , it takes on an important pedagogical character. Based on this logic, it is possible to conclude that the formation of the ability to live and act in conditions of abundance and speed of information is of great importance in terms of prospects. In order to fulfill this task at the general education level , it is considered important to enrich the content, which is its core, in terms of these issues .

"State Strategy for the Development of Education in the Republic of Azerbaijan" also specifically emphasizes the consideration of technological advances in curricula : "The content of curricula is constantly being developed taking into account the innovations brought by

technological progress, which requires a specific approach at different levels of education" (www.prezident.az). At the general education level, this approach is considered fundamental in nature. Because, in order to develop the personality that is being formed , at the general education level, basic knowledge and skills are given to the child that will be needed in his future activities.

What is meant by the formation of skills to live and function in the information society ?

General education school students to new technologies and innovations should be considered as an important stage, and the openness of students to such innovations and their active attitude to them should be taken as the basis . It consists of instilling in students the initial necessary knowledge and skills regarding information and communication technologies and their stage-by-stage development . Naturally, in this process, the age and level of understanding, inclinations and interests of students should be taken into account, and the stage should be kept in the center of attention as one of the important requirements in preparing for activity in the information society .

Form the ability to live and function in an information society , the creation of possible didactic opportunities within the content of general education is considered a key step.

Research shows that two didactic possibilities can be noted in this regard.

Teaching the subject of "Informatics" in general education schools and acquiring competencies in information processes, modeling , algorithmization , programming and information and communication technologies is considered an initial didactic opportunity. Initial measures have been taken in this regard within the framework of the educational reforms carried out in our country. Already, according to the document "State standard and program (curriculum) of the general education level ", general competencies for grades I-XI have been enriched with ICT skills and they have been included in the content of general education as a separate subject under the name "Informatics" . Initial experiences also clearly show that this step taken is successful and its importance in terms of prospects.

2. The inclusion of elements related to the ability to live and function in the information society in the content of other subjects should be considered as a second didactic opportunity. For this, the standards for each subject should include computer skills related to that subject . In addition, the connection of these skills with the knowledge and skills provided in "Informatics" should be expected.

The importance of this opportunity can be noted in two ways: first, the creation of integrative content for more effective mastery of ICT skills; second, the use of opportunities from

other possible subjects to live and function in the information society . Therefore, this aspect should be taken into account when updating the content of general education , and attention should be paid to creating opportunities related to ICT skills in the content of all subjects .

Developing communication skills

Development of communication skills of students in general education institutions is considered a key quality in the system of modern school activities. These abilities, which should be formed in students , should arouse interest with their various parameters and should be initially expressed in educational standards. These skills should become one of the leading burdens of content standards in the subjects of language and literature, first of all . This communication, whether in written or oral form, should, above all, satisfy the spiritual requirements of a person, bring him comfort, relieve tension and, most importantly, arouse interest.

Development of communication skills should be kept in the spotlight as one of the most important values that a person will acquire by forming a speech culture . These skills, which are expressed in the form of standards in the content of general education, should be determined as the meaning-content load of the standards by sequentially ranking them from simple to complex as necessary qualities .

Developing the ability to take responsibility

The ability to take responsibility is one of the main qualities of a person , and is especially valued. Naturally, the formation of this quality begins during the school years . However, general education, with its decisive mission, plays a greater role in the formation of responsibility.

Form the ability to take responsibility in students at the general education level, it is first required to prepare the necessary content, that is, minimum standards, at different levels in order to organize this process. At this time, it is considered didactically important to expect a number of requirements in terms of more pronounced expression of responsibility.

- taking into account the quality of the implementation of the activity;
- taking into account the quantitative indicator of activity ;
- taking into account the implementation period of the activity.

implies the solution of any operation, process, or problem according to the requirements of a certain standard . For example, standards that require the performance of any comparison, generalization , analysis, and other skills can be an example to justify your ideas in this regard . The established standards require that the quantitative indicator of the activity be taken into account in

a specific volume. Here, the expectation of that volume when performing the work and the adaptation of the activity to the set limit appear as an important condition of the activity is also considered a necessary parameter and is taken as an important didactic requirement in determining the student's responsibility. According to this requirement, the student must fulfill the standard requirement within a specified period. Waiting for the intended period is manifested as responsibility in relation to its implementation.

To form independent, creative individuals and citizens capable of participating in collegial decision-making and the functioning and development of democratic institutions.

As stated in the Law of the Republic of Azerbaijan "On Education", the goal of general education is to form a citizen for our country, first of all, a person who can live and create in a modern society. A person who, at a time when collegial decisions are made and democratic institutions operate, becomes a participant in these processes, an active member of society with his independent, creative character. In order to achieve this goal, it is considered important to have requirements related to the development of students' independent and creative abilities when preparing standards. This means that the standards should include requirements for thinking processes (analysis and composition, comparison, generalization, concretization, classification) and divergent (creative) thinking that ensure student independence (Bayramov A.S., Alizade A.E. Psychology. Textbook for higher education institutions, p.343).

Studies show that taking into account only the requirements related to divergent thinking when developing standards that allow monitoring the development of a student's personality can be considered a one-sided approach to solving the problem. Therefore, by taking into account the characteristics of convergent (logical, linear) thinking in this process, it is possible to achieve the creation of content that regulates the creative activity of the student as a whole.

In modern psychology, it is accepted that "Convergent thinking is logical, sequential, linear, while divergent thinking is creative thinking" (Alizadeh A.E. Cognitive processes and feelings. p.23). Therefore, in order to develop requirements that ensure students' creative activity, it is considered theoretically and practically important to refer to the elements of convergent thinking, which are necessarily based on logical and linear activities, and thus to organize and implement activities for the development of standards in the "convergent thinking - divergent thinking" sequence.

In conclusion, it should be noted that the standards that constitute the content of modern education in themselves include almost all the requirements for the development of general education school students. The requirements related to cognitive, sensory-emotional and

psychomotor activities, covering all parameters in terms of the formation of the student's personality, directly express the quality indicators that regulate his development. In other words, the standards act as a quality indicator of general education. They become an expression of values that express the development of students.

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